



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Shri Vaishnav Institute Social Sciences Humanities and Arts

Choice Based Credit System (CBCS) in the light of NEP-2020

B.A./B.Sc. Psychology
SEMESTER-I (2026-2030)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYC101	Major	Foundations of Psychology	Max	60	20	20	0	0	3	0	0	3
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

Course Educational Objectives (CEOs): The student will be able to :

- CEO1: To study the basic nature and principles of psychology.
- CEO2: To impart the students with the knowledge of the cognitive process of perception.
- CEO3: To explain the principle involved in learning and memorization process
- CEO4: To study and explain the theories of motivation and emotion.
- CEO5: To impart a deeper understanding of the meaning of personality and intelligence as important areas in psychology.

Course Alignment with UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 4 (Quality Education)** and **SDG 3 (Good Health and Wellbeing)**.

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Course outcomes: After completion of the course, the student will be able to:

CO-1	To explain the basic research methods used in psychology and gain an understanding of the different fields in which the subject offers scope.
CO-2	To analyze and apply the concepts underlying perceptual processing and sensation.
CO-3	To generalize and give examples of the process of learning and memory and study the major theories of learning.
CO-4	To illustrate the theoretical grounding of motivational (Maslow and Need Achievement theory) and emotional processes (James- Lange and Cannon-Bard theory).
CO-5	To understand personality with special reference to Freud's theory and analyze different theories of intelligence.

Teaching Pedagogy:

T1	Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching
T2	ABL activities, Assignments, Flip Class/ Seminars, Group Discussions, debates, Quizzes, Oral Viva-voce examination

Assessment Tools

AT1-1	Quiz
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AT1-2	Activity Based Learning
AT1-3	Midterm Exams
AT1-4	Flip Class
AT1-5	Seminar Presentation
AT1-6	Assignments
AT1-7	Poster
AT1-8	Oral Viva-voce examination
AT1-9	Field Visit Report

Prerequisites: Basic understanding of human behaviour, mental processes, and everyday psychological experiences along with an interest in understanding self and others.

Module	Descriptors/Topics	Hou rs	Assessment tools
I	Introduction: Meaning and Nature of Psychology, Psychology as a science, Origin and development of psychology, Schools of modern Psychology, Research Methods in Psychology: Experimental, Case study and Observation and Interview. Fields of Psychology.	9	Quiz Assignment

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II	Cognitive Processes: Sensation: Meaning and types, Sensory adaptation, and habituation. Perception: Nature and determinants of perception, Laws of perceptual organization and Figure-ground approach.	9	Mid-Term Quiz Assignment
III	Learning and Memory: Learning: Definition and factors effecting learning, and Theories of learning: Pavlov, Kohler & Bandura, Memory meaning and types of memory, Information processing model, Factors influencing memory and techniques for improving memory, Forgetting curve.	9	Mid-Term Oral Viva-voce examination
IV	Motivation and Emotion: Motives; Biogenic and Sociogenic motives, Theories of motivation: Maslow theory and Need achievement theory. Emotions- Nature of emotions, Theories of emotions- James –Lange & Cannon-Bard.	9	Quiz Assignment Presentation
V	Intelligence and Personality: Intelligence: Meaning and type, Guilford tri-dimensional theory, Spearman's two factor, Multiple factor theory of intelligence. Personality- Definition, Nature and determinants, Theory of personality- Freud.	9	Quiz, Assignment, Oral Viva-Voce examination

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	Total Hours	45	
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Additional Resources

A. Value addition to course content/ Skill enhancement content:

https://onlinecourses.swayam2.ac.in/nou25_ma10/preview

B. Remedial classes for slow learners: As per the AUMP SOP for slow and fast learners.

Suggested Readings:

Reference Books	- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson Delhi: Tata Mc Graw Hill. - Baron, R.A & Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd. - Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. - Baron and Mishra (2016). Psychology, (5th ed) Pearson Publication, New Delhi
Suggested e- resources (Websites/e-books)	https://nptel.ac.in/courses/111106146 https://nptel.ac.in/courses/111105122

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Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with PSOs												
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
CO1	3	2	1		3	1	1		2		3	2	
CO2	2	3	2		1	1	2	2		1	2	3	
CO3	2	3	2		1	2	2	2	1		2	3	
CO4	2	3	2	2		3	2	1	1	2		3	2
CO5	3	3	2	1	2	3	2	2	1	3	2	2	3

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			Min	24	16		12.5	8				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

Course Educational Objectives (CEOs): The student will be able to:

CEO1: To comprehend the concept of child growth and development and the factors influencing it.

CEO2: To provide knowledge about factors related to parenting/pregnancy decisions, outline stages of prenatal development beginning at conception, identify the stages and practices of childbirth, and demonstrate knowledge of infant care techniques.

CEO3: To comprehend the development characteristics, stages and practices related to various types of development.

CEO4: To understand the concept and models of cognitive and language development.

CEO5: To discuss the terms and practices relating to the care of infants and children with special needs.

Course Alignment with UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 4 (Quality Education)** and **SDG 3 (Good Health and Wellbeing)**.

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Course outcomes: After completion of the course, the student will be able to:

CO-1	To explain the meaning, nature, determinants, and stages of human growth and development with special reference to gender differences and factors affecting child development
CO-2	To understand prenatal and postnatal development, factors influencing prenatal growth, maternal care, preparation for parenthood, and developmental needs during childhood.
CO-3	To analyze the physical, cognitive, emotional, social, and moral developmental characteristics of children from birth to adolescence and evaluate the role of parents and teachers in child development.
CO-4	To illustrate and compare major theories of cognitive, language, and moral development proposed by Jean Piaget, Lev Vygotsky, Noam Chomsky, and Lawrence Kohlberg.
CO-5	To identify and classify children with special needs, understand educational approaches for inclusive education, giftedness, and evaluate government schemes and institutional support systems for children in India.

Teaching Pedagogy:

T1	Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching
T2	ABL activities, Assignments, Flip Class/ Seminars, Group Discussions, debates, Quizzes, Oral Viva-voce examination

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Assessment Tools

AT1-1	Quiz
AT1-2	Activity Based Learning
AT1-3	Midterm Exams
AT1-4	Flip Class
AT1-5	Seminar Presentation
AT1-6	Assignments
AT1-7	Poster
AT1-8	Oral Viva-voce examination
AT1-9	Field Visit Report

Prerequisites: Basic understanding of human growth and behaviour along with awareness of developmental changes occurring across different stages of life.

Module	Descriptors/Topics	Hou rs	Assessment tools
I	Developmental Psychology: Meaning and Nature of Developmental Psychology, Determinants of development, factors affecting child	9	Quiz Assignment

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	development with respect to gender difference. Growth and Development of Child Concept of Growth and Development: Stages of Development.		
II	Stages of Development: Prenatal Development - Pregnancy – Signs and Symptoms - Prenatal development Factors influencing prenatal development – Diet during Pregnancy - Preparation for parenthood; Needs and care in post-natal and childhood period.	9	Mid-Term Quiz Assignment
III	Developmental Characteristics (0-18 Years): Children in the Pre-school years. Physical Development; Mental/Cognitive Development, Emotional Development, Social and Moral Development; Role of Teachers and Parents.	9	Mid-Term Oral Viva-voce examination
IV	Cognitive and Language Development: Meaning and Characteristics, Theory of Jean Piaget and Lev Vygotsky, Theory of Language Development: Noam Chomsky, Moral development: Theory of Kohlberg.	9	Quiz Assignment Presentation
V	Children with Special Needs: Definition, Classifications and Educational Approaches of Mentally Challenged, Learning Disabilities, Visually Impaired Hearing Impaired and Physically Handicapped - Giftedness.	9	Quiz, Assignment, Oral Viva-Voce examination

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	Government schemes for children in India (ICDS, role of NGO's, educational institutions).		
	Total Hours	45	

LIST OF PRACTICAL

	Title	CO Mapping
1.	Family Environmental Scale	CO3
2.	Mental Wellbeing Scale	CO3
3.	Emotional Intelligence Scale	CO3
4.	Learning Disabilities Battery	CO5
5.	Self-Concept Scale	CO3

Additional Resources

A. Value addition to course content/ Skill enhancement content:

https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs03

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Suggested Readings:

Reference Books	- Hurlock, E.B. (1980): Developmental Psychology: A lifespan approach. New Delhi;Tata McGraw Hill. - Harwood, R. Miller, S. A., R. (2008). Child Psychology: Development in aChanging Society. John Wiley & SonsInc. - Santrock, J.W. (2011). A topical Approach to life-Span Development. New Delhi:Tata McGraw-Hill Edition. - Shenk, D. (2010). The Genius in All of Us. New York: Doubleday/Random House.
Suggested e- resources (Websites/e-books)	https://catalogimages.wiley.com/images/db/pdf/9781405186520.c02.pdf https://onlinecourses.swayam2.ac.in/e-learning/preview/cec26_hs74

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Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with PSOs												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	3	2	1	2	1	2	2	1	1	3	3	2	
CO2	3	2	1	3	1	3	2	1	1	2	2	3	
CO3	3	3	2	2	1	3	2	2	1	3	3	3	2
CO4	3	3	2	1	2	2	2	2	1	2	3	2	2

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYC102	Major	Developmental Psychology	Max	60	20	20	30	20	2	0	2	3
			Min	24	16		12.5	8				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

CO5	3	3	2	3	2	3	3	3	2	3	2	3	3
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Choice Based Credit System (CBCS) in the light of NEP-2020

B.A./B.Sc. Psychology
SEMESTER-I (2026-2030)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16	0	0					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

Course Educational Objectives (CEOs): The student will be able to :

Course Educational Objectives (CEOs)

CEO1: To provide students with a basic understanding of psychology and its relevance in everyday life.

CEO2: To familiarize students with fundamental psychological processes such as sensation, perception, learning, memory, motivation, emotion, intelligence, and personality.

CEO3: To develop awareness regarding individual differences, behaviour, and mental processes through introductory psychological concepts and theories.

CEO4: To encourage students to apply psychological understanding in academic, personal, and social contexts.

CEO5: To promote critical thinking, self-awareness, and interest in the scientific study of human behaviour.

Course Alignment with UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 4 (Quality Education)** and **SDG 3 (Good Health and Wellbeing)**.

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Choice Based Credit System (CBCS) in the light of NEP-2020

B.A./B.Sc. Psychology
SEMESTER-I (2026-2030)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	CREDITS
			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16	0	0					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course outcomes: After completion of the course, the student will be able to:

CO-1	To explain the meaning, nature, scope, and basic methods of psychology as a scientific discipline.
CO-2	To understand the basic processes of sensation, perception, attention, learning, and memory in everyday behaviour.
CO-3	To describe fundamental concepts and theories related to motivation and emotions.
CO-4	To identify the basic nature of intelligence and personality along with major individual differences among people.
CO-5	To apply introductory psychological concepts for understanding self and others in personal, educational, and social settings.

Teaching Pedagogy:

T1	Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching
T2	ABL activities, Assignments, Flip Class/ Seminars, Group Discussions, debates, Quizzes, Oral Viva-voce examination

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16		0	0				

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Assessment Tools

AT1-1	Quiz
AT1-2	Activity Based Learning
AT1-3	Midterm Exams
AT1-4	Flip Class
AT1-5	Seminar Presentation
AT1-6	Assignments
AT1-7	Poster
AT1-8	Oral Viva-voce examination
AT1-9	Field Visit Report

Prerequisites: Basic awareness of human behaviour, emotions, and everyday experiences along with an interest in understanding self and social interactions.

Module	Descriptors/Topics	Hou rs	Assessment tools
I	Introduction to Psychology Meaning, nature, and scope of psychology; psychology as a scientific study of behaviour and mental processes; brief history	9	Quiz Assignment

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16	0	0					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

	and development of psychology; major branches and applications of psychology in daily life; basic methods used in psychology including observation, interview, and simple experimental method; importance of psychology in understanding human behaviour.		
II	Sensation, Perception and Attention: Meaning and characteristics of sensation and perception; types of sensations; selective attention and factors influencing attention; perceptual organization, figure-ground relationship, and common perceptual errors; role of perception in daily life and behaviour.	9	Mid-Term Quiz Assignment
III	Learning and Memory: Meaning and nature of learning; simple forms of learning including conditioning, imitation, and observational learning; factors affecting learning; meaning and types of memory; processes of remembering and forgetting; techniques for improving memory and effective learning habits.	9	Mid-Term Oral Viva-voce examination
IV	Motivation and Emotion Meaning and types of motives; biological and social motives; importance of motivation in behaviour; basic understanding of	9	Quiz Assignment Presentation

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16	0	0					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

	Maslow's hierarchy of needs; meaning and characteristics of emotions; common emotions and their expression; relationship between emotion, behaviour, and adjustment.		
V	Intelligence and Personality: Meaning and nature of intelligence and personality; individual differences in intelligence; basic concepts of IQ and multiple intelligences; determinants of personality; introduction to personality types and traits; importance of personality development and self-understanding in everyday life.	9	Quiz, Assignment, Oral Viva-Voce examination
	Total Hours	45	

Additional Resources

A. Value addition to course content/ Skill enhancement content:

https://onlinecourses.swayam2.ac.in/nou25_ma10/preview

B. Remedial classes for slow learners: As per the AUMP SOP for slow and fast learners.

Suggested Readings:

Reference Books	Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson Delhi: Tata Mc Graw Hill.
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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16	0	0					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

	- Baron, R.A & Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd. - Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi. - Baron and Mishra (2016). Psychology, (5th ed) Pearson Publication, New Delhi
Suggested e- resources (Websites/e-books)	https://nptel.ac.in/courses/111106146 https://nptel.ac.in/courses/111105122

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAPSYM101	Minor	Basic Psychological Processes	Max	60	20	20	0	0	2	0	0	2
			Min	24	16	0	0					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Articulation Matrix (Mapping of COs with POs)

Course Outcomes	Correlation with PSOs												
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
CO1	3	2	1		3	1	1		2		3	2	
CO2	2	3	2		1	1	2	2		1	2	3	
CO3	2	3	2		1	2	2	2	1		2	3	
CO4	2	3	2	2		3	2	1	1	2		3	2
CO5	3	3	2	1	2	3	2	2	1	3	2	2	3

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
PSYCE101	CE	Community Engagement	Max	0	0	0	30	20	0	0	4	2
			Min				22.5					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

Course Educational Objectives (CEOs): The student will be able to :

CEO1: To introduce students to the concept, nature, principles, and significance of community engagement.

CEO2: To develop an understanding of community structures, needs, diversity, and social issues from a psychological perspective.

CEO3: To develop students' interpersonal, communication, teamwork, and community participation skills through experiential learning.

CEO4: To familiarize students with community-based initiatives, social responsibility, and psychological approaches to community well-being.

CEO5: To encourage students to design and participate in socially responsible community engagement activities while demonstrating ethical and inclusive behaviour.

Course Alignment with UNSDG:

The Course aims to fulfill the United Nations Sustainable Development Goals, **SDG 3 (Good Health and Well-Being)**, **SDG 4 (Quality Education)**, **SDG 5 (Gender Equality)**, **SDG 10 (Reduced Inequalities)**, **SDG 11 (Sustainable Cities and Communities)**, and **SDG 16 (Peace, Justice and Strong Institutions)**.

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SEMESTER-I (2026-2030)

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
PSYCE101	CE	Community Engagement	Max	0	0	0	30	20	0	0	4	2
			Min				22.5					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course outcomes: After completion of the course, the student will be able to:

CO-1	To explain the meaning, principles, importance, and approaches of community engagement and its relationship with psychology and social well-being.
CO-2	To identify community needs, resources, social issues, and factors influencing individual and community well-being.
CO-3	To demonstrate effective communication, interpersonal, teamwork, and participatory skills through community-based activities.
CO-4	To analyze the role of psychological knowledge in addressing community issues, promoting mental health, inclusion, social responsibility, and sustainable development.
CO-5	To participate in and develop community engagement activities while demonstrating ethical sensitivity, cultural respect, inclusiveness, and social responsibility.

Teaching Pedagogy:

T1	Classroom teaching (white board), Power Point Presentations, Interactive lectures, Inquiry-based teaching
T2	ABL activities, Assignments, Flip Class/ Seminars, Group Discussions, debates, Quizzes, Oral Viva-voce examination

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
PSYCE101	CE	Community Engagement	Max	0	0	0	30	20	0	0	4	2
			Min				22.5					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Assessment Tools

AT1-1	Quiz
AT1-2	Activity Based Learning
AT1-3	Midterm Exams
AT1-4	Flip Class
AT1-5	Seminar Presentation
AT1-6	Assignments
AT1-7	Poster
AT1-8	Oral Viva-voce examination
AT1-9	Field Visit Report

Prerequisites: To possess a basic understanding of human behaviour, social interactions, community life, and an interest in understanding and contributing to social and community well-being.

Submission Guidelines

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
PSYCE101	CE	Community Engagement	Max	0	0	0	30	20	0	0	4	2
			Min				22.5					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; ***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Students shall complete the **Community Engagement Field Project** individually or in small groups, as assigned by the course coordinator.
- Each student/group must undertake **at least one supervised field visit** to a selected community, NGO, educational institution, healthcare organization, social welfare organization, or other approved community-based setting.
- Students must obtain prior approval from the course coordinator/faculty supervisor before visiting the selected organization/community.
- Students are required to maintain a **Field Diary/Field Log** documenting dates of visits, activities undertaken, observations, interactions, and learning experiences.
- Students must actively participate in the assigned community engagement activity rather than only observing the field setting.
- The **Field Project Report** must be submitted within the prescribed deadline.

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
PSYCE101	CE	Community Engagement	Max	0	0	0	30	20	0	0	4	2
			Min				22.5					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Students should maintain **confidentiality and dignity of community members and beneficiaries**. Personal identifying information must not be included without appropriate permission.
- Photographs, videos, interviews, or other documentation should be undertaken only with appropriate permission.
- The report should reflect the **student's actual field experience** and should not contain fabricated observations or activities.
- Students will submit the report in the prescribed **hard copy/digital format**, as specified by the department.
- Students will also give a **short presentation/viva-voce** based on their field project.

Additional Resources

A. Value addition to course content/ Skill enhancement content:

https://onlinecourses.swayam2.ac.in/e-learning/preview/ini26_hs40

B. Remedial classes for slow learners: As per the AUMP SOP for slow and fast learners.

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			Marks	THEORY			PRACTICAL					
				END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
PSYCE101	CE	Community Engagement	Max	0	0	0	30	20	0	0	4	2
			Min				22.5					

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; *Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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CO1	3	2	1	2	1	2	2	2	1		3	2	
CO2	3	3	2	3	2	2	3	3	2	1	2	3	
CO3	2	3	3	2	2	3	3	2	3		2	3	
CO4	3	3	2	3	3	3	3	3	2	2		3	2
CO5	2	3	3	3	3	3	3	3	3	3	2	2	3

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Vidyapeeth Vishwavidyalaya, Indore

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